

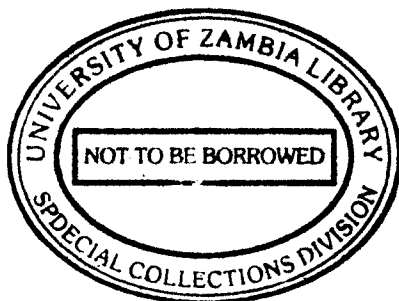
**AN EVALUATION OF AWARENESS AND
ATTITUDE OF PUPILS TOWARDS GUIDANCE
AND COUNSELLING SERVICES IN
SECONDARY SCHOOLS IN LUSAKA URBAN
DISTRICT**

BY

PHANETY MWEETWA SIAMOONGWA

UNZA

DECEMBER 2004



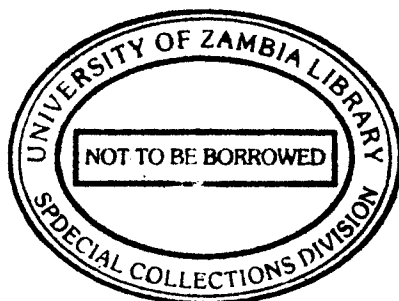
**AN EVALUATION OF AWARENESS AND
ATTITUDE OF PUPILS TOWARDS GUIDANCE
AND COUNSELLING SERVICES IN
SECONDARY SCHOOLS IN LUSAKA URBAN
DISTRICT**

BY

PHANETY MWEETWA SIAMOONGWA

UNZA

DECEMBER 2004



**AN EVALUATION OF AWARENESS AND ATTITUDE OF
PUPILS TOWARDS GUIDANCE AND COUNSELLING
SERVICES IN SECONDARY SCHOOLS IN LUSAKA URBAN
DISTRICT.**

BY

PHANETY MWEETWA SIAMOONGWA

SUPERVISOR.

DR. D SIBALWA

**This research is submitted in partial fulfilment of
the requirements for bachelor of adult education**

UNIVERSITY OF ZAMBIA

2004

TABLE OF CONTENT

	PAGE
ACKNOWLEDGEMENT	I
DEDICATION	II
CHAPTER ONE	
1.1 Background	1
1.2 statement of the problem	1
1.3 purpose of the study	2
1.4 objectives of the study	2
1.5 Assumptions of the study	2
1.6 Relevance of the study	3
1.7 Limitations	3
1.8 Definition of terms	3
CHAPTER TWO	
2.0 Literature review	5
CHAPTER THREE	
3.0 Methodology	
3.1 Population	10
3.2 Sample population	10
3.3 Sampling procedure	10
3.4 Instrumentation	10
3.5 Data collection	10
CHAPTER FOUR	
4.0 Data analysis and discussions	11
CHAPTER FIVE	
5.0 Conclusion and recommendations	
5.1 Conclusion	29
5.2 Recommendations	30
6.0 Bibliography	32
7.0 Appendices	
Appendix I	Budget
Appendix ii	work plan

Appendix iii
in secondary schools
Appendix IV

Questionnaire for guidance and counselling teachers
Questionnaire for pupils

ACKNOWLEDGEMENTS

The successful completion of the study on an evaluation on awareness and attitude of pupils towards guidance and counselling services in secondary schools in Lusaka urban district and the production of the report was due to the support and assistance from many people.

I am greatly indebted to Dr. D. Sibalwa, my project supervisor, for his invariable and unrelenting support and guidance throughout the study.

I am also indebted to my older brother for the typical role model.

Special thanks go to Munali boys' high school, Chelston open secondary school, Lotus open secondary school and Libala high school for allowing me to undertake the study and for literature respectively.

I would also like to thank the guidance and counselling teachers in the mentioned schools for their mutual cooperation. Thanks also go to pupils who responded to my questionnaires. They made my work easy.

A special note of thanks to Mr. F. Kayungwa for his encouragement that i do a research on guidance and counselling. He was my resource personnel.

I also wish to thank Mrs Chileshe Sara for her secretarial services.

Lastly, I wish to thank my loving husband John Munkombwe and my beloved sons, Choolwe, Chileleko and Chabota for their over whelming support, encouragement and love they gave me during my period of study and agonizing absence from home from time to time.

DEDICATION

My study is dedicated to my beloved brother, Miyanda Siamoongwa for his tireless and immeasurable contribution towards my life and education. I thank him for moulding me to what I am.

CHAPTER ONE

BACKGROUND

The study focuses on the awareness and attitude of pupils towards guidance and counselling services in secondary schools.

It is a well-known fact that counselling is a concept that has been in existence for as long as humanity has lived. We have through the ages sought to understand ourselves, offer counsel, develop our potentialities, and in general, assist ourselves in ways that are today associated with formal counselling practice. In traditional societies, the wisdom passed on to children was to enable them stay alive, fit into their society and continue to live like adults whom they found in the community. The wisdom passed in packages of norms and rules for each society.

The communities were tight with little mobility and outside influence. Their survival depended on social coherence. Communities of today are much complex. There is quest for development and more interaction with the outside world. Rural to urban migration is in the increase. Children and adolescents travel and interact much more than their counterparts of the traditional communities. As a result, they meet more ideas that put demands on them. The media exerts a great deal of influence on children and adolescents, for more than the acquisition of wisdom from parents.

In Zambia, formal guidance and counselling services started in 1971. Guidance was then restricted to the provision of careers information to pupils. At the moment, guidance and counselling services have been broadened to include life skills education, HIV/AIDS education, adolescent reproductive health, and gender and girl child education.

STATEMENT OF THE PROBLEM

The guidance and counselling services have been in existence in schools for a considerable period of time. Although this is so, there seems to be a significant increase in terms of the number of pupils with learning difficulties. What is not clear is whether or not most pupils know the existence of guidance and counselling services in schools and also whether they know that the guidance personnel are willing and able to solve some of their problems.

This study therefore, sought to ascertain pupils' awareness and attitude towards guidance and counselling services offered in secondary schools.

PURPOSE OF THE STUDY

The purpose of the study is to evaluate awareness and attitudes of pupils towards guidance and counselling services in sampled schools in Lusaka urban District. It is thus vital to evaluate factors affecting the awareness of pupils leading to poor performance after grade 12.

OBJECTIVES OF THE STUDY

To investigate the stated research problem, the objectives of the study were:

- a. To find out the pupils awareness of guidance and counselling services in secondary schools.
- b. To establish the utilisation levels of guidance and counselling services by pupils.
- c. To establish the pupils' perception and attitude towards guidance and counselling services.
- d. To establish the providers of guidance and counselling services in secondary schools.
- e. To establish professional qualifications of providers of guidance and counselling services.
- f. To asses the kind of material used and the infrastructure
- g. To make recommendations to stakeholders.

ASSUMPTIONS OF THE STUDY

The assumptions of this study were that students often encounter difficulties in understanding what was taught in the classrooms and laboratories.

It was assumed that students were found wanting in achieving the explicitly spelt out instructional objectives. It was also assumed that there was underachievement and failures in examinations. Moreover, there was an assumption that there is improper utilization of guidance and counselling services. Another assumption was that pupils were not aware of the guidance and counselling services in their schools.

It was as well assumed that teachers who are in charge of guidance and counselling programmes were not professionally qualified to handle the pupils.

RELEVANCE OF THE STUDY

The study was relevant in the sense that the researchers findings may help the administrators, the ministry of education and the communities to make positive adjustments towards the provision of guidance and counselling services in schools. It appears very little work has been done on the pupil's awareness and attitudes towards guidance and counselling services in Zambia.

The research findings may also assist guidance personnel at both regional and school level to establish effective guidance and counselling services for pupils. The study may also stimulate further research and also fill gaps in earlier.

LIMITATION OF THE STUDY

The study was limited to selected schools in Lusaka urban District. This was due to time allocation, which was short to carry out the research on a large scale. The other limiting factor was shortage of finances, materials and transport to enable the researcher move from one place to another.

DEFINITION OF TERMS

Attitude – a way of thinking or feeling about someone or something (oxford Dictionary, 2001).

Awareness – having knowledge of situation or fact (Oxford Dictionary, 2001).

Counselling –a process of enabling the individual to know him/herself and the present and future situations in order that he/she may make substantial contributions to the society and solve his own problems through a face to face personal relationship with the counsellor (Bark and Mukhopadyay, 2003).

Guidance – the assistance that the school gives the pupil to aid him/ her potential, negotiating the tasks of development and solving her special problems (Lee and Pallon, 1966).

Educational guidance and counselling- this is a process of helping an individual in planning a suitable educational programme and making progress in it (Makinde, 1994).

Vocational guidance- this is the assistance given to students in choosing and preparing for a suitable vocation (Kochhar, 2003).

Secondary – relating to education for children from the age of eleven to sixteen or eighteen (Oxford Dictionary, 2001).

School – referring to a learning centre (Researcher's own).

CHAPTER TWO

LITERATURE REVIEW

This section looked at the literature that is relevant to guidance and counselling services. Kochhar (2003) observes the scope of guidance and counselling as extremely comprehensive. As the life is getting complex day by day, the problems for expert help is required are increasing proportionately. The scope of guidance, peer necessity, is extending horizontally too much of the social context, to matters of prestige in occupations, to the broad field of social trends, and economic development. Guidance is assuming more and more responsibility for the individual in every direction. It helps in the selection of courses and profitable occupation in job placement, placement in the next stage of education and training, occupational surveys and improvement of study skills.

✓ Guidance and counselling is to help in maintenance of mental health, counselling regarding personal adjustment problems, identifying the gifted, the backward and help them to achieve the maximum. The educational, vocational, social, personal, moral and avocational problems of individual are the concerns of guidance and counselling. Their scope is indeed very vast.

Guidance and counselling is aimed at assisting students to draw up their own plans of academic and non-academic pursuits and arrive at right decisions to implement the plans and find solutions to the problems. It does not attempt at providing any set solution to students problems (Bark & Mukhopadhyay 2003).

In view of the above, the humanistic approach theorists claim that human beings have a capacity to understand the problems in addition that they have the resources within them to effectively resolve their own problems. The key to healthy personality development and self- generated rehabilitation of psychological problems lies in the 'necessary and sufficient conditions of personality change' (Roger, 1957).

In their arguments, the humanists call for these conditions consist in the counsellor expressing, and the client perceiving, unconditional positive regard, empathetic understanding, and congruence or honesty.

They insist that when the clients interact with counsellors who behave in this manner, they begin to share their experiences; the self-actualisation tendency is activated, they question and cast off conditions of worth, and moves towards unconditional acceptance and respect (UNESCO 2000).

Guidance and counselling need to make individuals to realise their potentialities and to make them optimum contribution to the growth of the society. Serving society to the best of one's ability is the rightful obligation of every individual, more so that of an educated person who has had the benefit of education from the finances of the society (Crow, 1962).

In view of guidance and counselling, I agree with the humanist's view that guidance and counselling services should be aimed at enabling students to acquire abilities that promote self-direction and self-realisation. It should be as well aimed at developing in students qualities such as perseverance, dedication, sincerity, devotion, positive outlook, respect for views of others, temperament which are essential to them for making significant contributions.

Guidance and counselling is to be centred on the needs and aspirations of students.

A cursory glance at our seats of higher learning will show the imperative need of instituting in them a well-organized programme of guidance and counselling. Education is expanding its frontiers, making it well nigh impossible for an individual student to make a choice of courses and careers without expert guidance. Occupational scene too is changing so rapidly that yesterday's rocket circuitry electronics specialist considered as highly prized as a marks-man on the old frontier is today's unemployment statistic.

There are a big number of students in secondary schools who are in for compelling and difficulty life situations. They are shy, fearful, gullible, and not skilled in managing their own affairs. They are unhappy because of feelings of failure and inadequacy or lack of meaning or purpose in life.

They lack self-knowledge that may enable them to form realistic life-goals and plans. They lack both focus and meaningful direction.

In a study conducted by Carter (1959) of guidance influence on 100 boys and girls, drawn at random from Sheffield area, by means of three interviews held with them during the period of their transition from school to work, the results indicate that these young people had received little effective guidance through their school years. Most of them had only a hazy idea about what their teachers had said on the subject. In 1964 the careers Research Advisory Centre (CRAC) also carried out a research the positions of vocational guidance in 224 British schools and found that just under half of these had no careers teacher at all.

In a related matter, Allen (1961) carried out a survey of 2024 young men in Liverpool most of whom had been apprentices, about the careers advice they had received on leaving school. His results suggested that under 10% of those coming from grammar and secondary modern schools had found their job mainly through the help of the school, although this rose to just over 21% from technical schools. The school council inquiry (1968) based on national samples from maintained secondary schools in England and Wales also found that among young school leavers aged 15, 63% of girls found jobs through parents, relatives and friends. Furthermore, McQuary (1964) conducted a survey on guidance. In a free anonymously written response, 116 graduate students who were enrolled in an introductory course in counselling and who were relatively unsophisticated in counselling terminology used 128 different adjectives and descriptive phrases to describe the characteristics they would prefer their own counsellor to possess. The characteristics preferred often were understanding, adequate professional training, and confidentiality, interested in students as people, friendly and neat in appearance. Sex preference was also indicated (UNESCO, 2000).

The above findings are based on international research. This is because at the local level very few have been done on the awareness and attitude of pupils towards guidance and counselling programmes.

At University level, Chiboola (1996) carried out a study among 100 University students comprising of 40 first years, 20 second years and 20 fourth years on the needs assessment for counselling provision at the University of Zambia counselling centre.

The results of this snap survey indicated that 86% of the respondents were aware of the existence of the counselling centre on campus, but 42% indicated that they knew the type of services offered at counselling centre. 71% of the respondents knew where the counselling centre was located and 11.6% of the second, third and fourth year students indicated to have ever used counselling services.

The above information shows that the students' awareness of the existence of the counselling centre did not correspond to their knowledge of the services offered and the utilisation of the counselling services.

At secondary level, Mudenda (1992) conducted a study on the needs and aspirations of secondary school pupils. It was found that the school was not much utilized in the area of counselling. Pupils opted to get advice from grandparents and friends instead.

Recently, Kayungwa (1999) also carried out a similar research in secondary and primary schools. The findings were that majority of pupils were aware of guidance and counselling office in their schools. However, only 34% of pupils knew the types of services offered by the guidance and counselling office and consequently mentioned at least two types of services. Thus, it is clear that although a majority of the pupils were aware of the existence of the guidance and counselling office, the awareness does not respond with knowledge of the available services offered. This could be due to lack of publicity.

Guidance and counselling is a field of holistic development of the learner.

The provision of guidance and counselling services in one's life help learners to understand themselves and their environment so that they are able to handle situations effectively. In this regard, guidance and counselling services are provided to all learners in basic and high schools as well as colleges of education.

Guidance and counselling services address learners' personal and social concerns, educational, psychological issues as well as vocational development and choices in accordance with the needs of the nation.

Guidance and counselling programmes avails learners, educators, parents/guardian an opportunity to contribute to issues concerning the future of the learners. This entails that the learners should know themselves very well as the final decision will be made by them (MOE 2003). The guidance programmes will also help learners develop innate skills that they would incorporate in entrepreneurship education, because not all of them will get formal employment upon leaving school.

This is true that pupils need to be sensitised about the guidance and counselling services offered in their school. The guidance and counselling teachers should not wait for pupils to make an offence and that's when they can summon such a one for counselling. There is need to educate young people about realities of employment situation to help them relate education and skills acquired thereof to live after school.

At both secondary and university, the guidance and counselling teacher should discourage students from choosing subjects purely for prestige purposes. The academic content and subjects taught to each child should be based on the child's interest, ability and aptitude and not merely on chance of factor. Then the youths may be able to excel in their field of work.

CHAPTER THREE

METHODOLOGY

Population

The population of study was 540 pupils drawn from four schools, namely Munali boys' high school, Lotus high school, Kamwala high School and chelston open secondary school. The guidance and counselling teachers from these schools were also included in the population, bringing the total population to 544. About 15 pupils from each school were targeted, drawn from grade 12 classes. .

SAMPLE POPULATION

The sample population was 64. 15 pupils were drawn from Munali boys' high school, Lotus high school, Kamwala high and Chelston open secondary school. A number of four teachers from each of the four schools were drawn. This brought the total number to 64.

Sampling procedure

To ensure that there was no biasness in all the 60 respondents, the researcher used random sampling technique. The 60 pupils from the four schools were randomly selected using papers bearing 'YES' and 'NO'. Each pupil was given equal chance to draw one paper from the tin. The pupil who picked 'YES' papers are the ones who were used in the sample population. In this case, guidance and counselling teachers were not sampled because there is one guidance teacher at each school.

INSTRUMENTATION

This research employed questionnaires to obtain information from pupils and teachers. It consisted of closed and open-ended questions.

DATA COLLECTION

Data from the provider population was collected using a questionnaire. These were pupils and school guidance teachers. The questionnaire was used because of the large sample targeted. It is thus quick to use as it covers a large number of individuals at once.

CHAPTER THREE

METHODOLOGY

Population

The population of study was 540 pupils drawn from four schools, namely Munali boys' high school, Lotus high school, Kamwala high School and chelston open secondary school. The guidance and counselling teachers from these schools were also included in the population, bringing the total population to 544. About 15 pupils from each school were targeted, drawn from grade 12 classes. .

SAMPLE POPULATION

The sample population was 64. 15 pupils were drawn from Munali boys' high school, Lotus high school, Kamwala high and Chelston open secondary school. A number of four teachers from each of the four schools were drawn. This brought the total number to 64.

Sampling procedure

To ensure that there was no biasness in all the 60 respondents, the researcher used random sampling technique. The 60 pupils from the four schools were randomly selected using papers bearing 'YES' and 'NO'. Each pupil was given equal chance to draw one paper from the tin. The pupil who picked 'YES' papers are the ones who were used in the sample population. In this case, guidance and counselling teachers were not sampled because there is one guidance teacher at each school.

INSTRUMENTATION

This research employed questionnaires to obtain information from pupils and teachers. It consisted of closed and open-ended questions.

DATA COLLECTION

Data from the provider population was collected using a questionnaire. These were pupils and school guidance teachers. The questionnaire was used because of the large sample targeted. It is thus quick to use as it covers a large number of individuals at once.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS

The findings and discussions are presented in tables of frequencies and percentages to analyse data from questionnaires. Themes were also used to discuss certain questions.

TABLE 1. GENDER DISTRIBUTION FOR TEACHERS

GENDER	FREQUENCY	PERCENTAGE
FEMALE	3	90
MALE	1	10
TOTAL	4	100

The table shows that 90% of respondents were female and 10% were male. Gender equity is not well represented. More females are providers of guidance and counselling services in schools.

TABLE 2. PROFESSIONAL QUALIFICATIONS

QUALIFICATION	FREQUENCY	PERCENTAGE
DIPLOMA	3	90
DEGREE	1	10
TOTAL	4	100

The table shows that 90% of respondents were diploma holders and 10% were degree holders.

TABLE 3. QUALIFICATIONS AS A GUIDANCE AND COUNSELLING TEACHER

GUIDANCE TEACHERS	FREQUENCY	PERCENTAGE
QUALIFIED	2	50
NOT QUALIFIED	2	50
TOTAL	4	100

This Table shows that 50% of the respondents are qualified guidance and counselling teachers while 50% are not qualified.

Guidance and counselling are seen as supplementing and complementing all other educational programmes in the school, it is necessary that all guidance and counselling teachers should be qualified to handle the programmes.

TABLE 4 HOW LONG THEY HAVE BEEN WORKING/ASSIGNED AS GUIDANCE TEACHERS

PERIOD	FREQUENCY	PERCENTAGE
1-2 YEARS	2	50
> 5 YEARS	2	50
TOTAL	4	100

This Table indicates that 50% of respondents have been working, as guidance and counselling teachers for 1-2 years. 50% have been acting as guidance and counselling teachers for above 5 years.

EFFECTIVENESS OF WORK ENVIRONMENT

The findings show that, the availability of guidance and counselling offices create privacy and hence render effectiveness.

100% of the respondents indicated that guidance and counselling programmes have been effective because of offices they operate in. The second reason was that the administration was helpful towards guidance and counselling services.

From observation the researcher made, the schools have improvised rooms/offices for guidance and counselling services. However, space is inadequate for offering privacy for pupils. On this reason, Barki and Mukhopadhyay (2003) observed that a suitable place for setting up a guidance and counselling corner is very essential. The place should be such that it is easily approachable by pupils/students and that it is a prominent place in the institution. They further contend that a room should have adequate furniture such as display tables, bookracks, chairs and display boards. If an independent room is not available, a portion of the library may be utilized for the purpose.

SPECIFIC OFFICES FOR GUIDANCE AND COUNSELLING SERVICES

The findings from all the respondents indicate that guidance and counselling services in schools have been allocated specific offices where services are carried out. This is key to confidentiality.

None of the respondents indicated that they have no specific offices. This is in regardless of space available to accommodate essential items.

TABLE 5. ENOUGH MATERIAL TO PROVIDE DATA

ENOUGH MATERIAL	FREQUENCY	PERCENTAGE
NO	3	90
YES	1	10
TOTAL	4	100

The table shows that 90% of respondents indicated that they do not have enough material to provide data on educational and vocational guidance in schools, while 10% indicated that they have enough material for guidance and counselling services.

Observations in schools like Munali boys’ school and Chelston open secondary school indicated that more material is needed to make the guidance programmes effective.

One of the objectives of this research was to assess the kind of material and the infrastructure used for guidance and counselling programmes. Revelations of the research indicate that more needs to be done to enhance guidance and counselling programmes in secondary schools; there are no resource materials for teachers, other than pupils’ record folders. In the improvised guidance and counselling offices there are no basic things/items such as chairs, filing cabinets, Steel Almirah, side rack, display boards, book display rack among others.

According to Barki and Mukhoppadhyay (2003), the mentioned lacking items are essential.

The infrastructure where guidance and counselling services take place need to have a test and records room, coordination room, counselling room, career corner room and a testing lab. Therefore, guidance and counselling materials/infrastructure are not enough in secondary schools.

TABLE 6. AWARENESS OF GUIDANCE AND COUNSELLING SERVICES

RESPONSE	FREQUENCY	PERCENTAGE
YES	4	100
NO	-	-
SOMEHOW	-	-
TOTAL	4	100

The above table reveals that 100% of respondents agree that pupils are aware of the guidance and counselling services in their schools.

TABLE 7. PUPILS RESPONSE TOWARDS GUIDANCE AND COUNSELLING

RESPONSE	FREQUENCY	PERCENTAGE
FAVOURABLE	4	100
POOR	-	-
SPECIFY	-	-
TOTAL	4	100

The table shows that pupils’ response towards guidance and counselling services is favourable. This has been presented by 100%.

TABLE 8 PUPILS SEEKING EDUCATIONAL, PERSONAL AND SOCIAL GUIDANCE

RESPONSE	FREQUENCY	PERCENTAGE
YES	2	50
NO	-	-
SOMETIMES	2	50
TOTAL	4	100

The table shows that 50% of respondents indicated that pupils seek for educational as well as personal and social guidance from their offices.

The other 50% indicated that pupils sometimes seek educational, personal and social guidance. This means that those who pupils are aware of the guidance and counselling services in their schools do not utilize the services.

TABLE 9. DEVELOPING INTERESTS IN CERTAIN SUBJECTS

RESPONSE	FREQUENCY	PERCENTAGE
YES	4	100
NO	-	-
TOTAL	4	100

The responses shows that pupils are encouraged to develop interest in certain subjects to enable them achieve their ambitions. 100% of respondents agreed to that. Guidance and counselling emphasize on providing assistance to pupils to achieve the best of their ability in all the prescribed subjects their study.

TABLE 10. FOLLOW-UPS TO PUPIL’S HOME

RESPONSE	FREQUENCY	PERCENTAGE
NO	3	90
YES	1	10
SOMETIMES	-	-
TOTAL	4	100

The above table shows that 90% of respondents do not make follow-ups to pupils’ homes that need guidance and counselling services. However 10% of respondents indicated that they do make follow-ups to pupil’s homes that need guidance and counselling services.

Of all the social systems that impinge upon the individual and influences his development, the family in which he/she happens to be born and reared is one of the most important. The vocational development of the individual, that is a continuous process, beginning in early childhood and continuing into the late years of life, appears to be as much influenced by his/her family, as are other aspects of his development.

Hence, guidance and counselling teachers should take keen interest in visiting pupils’ homes that need guidance and counselling services.

TABLE 11. TALKING ABOUT HIV/AIDS

RESPONSE	FREQUENCY	PERCENTAGE
YES	4	100
NO	-	-
TOTAL	4	100

The table indicates that 100% of respondents talk about HIV/AIDS to pupils especially during guidance and counselling sessions. This is important as HIV/AIDS is becoming a cross cutting issue in all circles of life.

PLANNING GUIDANCE AND COUNSELLING PROGRAMMES

Planning is an important aspect of all activities. 50% of respondents indicated that guidance and counselling services are planned in advance while 50% indicated that they plan as the problem comes. This is because of the teaching load that is too demanding. Guidance and counselling teachers are not full-time but have regular classes to teach as well.

According to Kochhar (1987), one of the major responsibilities of a guidance worker is to bring the complex reality into focus and to help the individual to evaluate both his opportunities and his limitations, so that the transition from secondary school to the academic or vocational stream of higher secondary school or college is facilitated.

For this to be achieved, planning guidance and counselling services is key, for this may enable students to make proper choices at various stages of their educational career.

Barki and Mukhopadhyay (2003) contend that guidance and counselling should not be carried out by anybody but should be taken up by professionally trained persons. They further state that the principle that guidance and counselling services should be provided by trained personnel must be strictly adhered to.

If dealt with by other, the chance of harming the interest of affected persons will be more than one of helping them. Lack of planning guidance and counselling service is harm.

UNESCO (1998) also cements it that many schools run unplanned services. A teacher is appointed by the head of the school to be in-charge of guidance services; such arrangements often result on no guidance services at all being provided. If carried out there is usually no planning done in advance.

PARENTS INVOLVEMENT IN GUIDANCE AND COUNSELLING SERVICES

The findings indicate that parents are not often involved in the guidance and counselling services in schools. 100% of respondents mentioned that parents are not often involved.

Galloway (1990) state that, all teachers have to talk with pupils and their parents on an individual basis from time to time. Teachers should often follow up incidents that occur in the course of the day's work in the classroom on a one-to-one basis. This strengthens the pupils and parents confidence in the school, and thereby facilitates the pupil's progress in the classroom. In addition, pupils will turn to teachers they trust with sensitive personal problems, such as the effect of family disputes, physical or sexual abuse, pregnancy and drug taking.

RECOMMENDATIONS TO IMPROVE GUIDANCE AND COUNSELLING IN SCHOOLS- MADE BY GUIDANCE AND COUNSELLING TEACHERS

The Findings indicate that 100% of the respondents feel that guidance and counselling teachers should be full-time involved in carrying out guidance and counselling programmes. They should be relieved from teaching regular classes in order to enable them to be effective. The other recommendation is that guidance and counselling should be integrated in the school timetable. More materials are needed to facilitate effective teaching and learning. Workshops and short courses must be done to improve on performance of guidance and counselling teachers.

The school heads are also supposed to emphasize the importance of guidance and counselling services in schools.

TABLE 12. GENDER DISTRIBUTION FOR PUPIL

AGE	FREQUENCY	PERCENTAGE
15-19	32	53
20-25	28	47
TOTAL	60	100

This table indicates that 53% of respondents are aged between 15-19 years old, while 47% are aged between 20-25 years old.

TABLE 13 SEX DISTRIBUTION FOR PUPILS

SEX	FREQUENCY	PERCENTAGE
MALE	37	62
FEMALE	23	38
TOTAL	60	100

This table indicates that 62% of respondents are males, while 38% are females.

TABLE. 14 GRADE DISTRIBUTIONS

GRADE	FREQUENCY	PERCENTAGE
10	-	-
11	-	-
12	60	100
TOTAL	60	100

The table indicates that 100% of the respondents were grade 12 pupils.

TABLE. 15 PROBLEMS PUPILS FAILED TO SOLVE

RESPONSE	FREQUENCY	PERCENTAGE
YES	43	72
NO	17	28
TOTAL	60	100

72% respondents on the above table indicate that they had problems they failed to solve on their own. 28% indicated that they have never had a problem that they failed to solve.

TABLE 16. WHO HELPED TO SOLVE THE PROBLEM

RESPONSE	FREQUENCY	PERCENTAGE
PARENTS/GUARDIANS	24	40
FRIENDS	19	32
GUIDANCE TEACHER	10	17
OTHERS	4	6
HEADTEACHER	3	5
TOTAL	60	100

The above table shows that 40% of the pupils have had problems they failed to solve and their parents/guardians helped them. Friends helped 32% of the pupils, 17% of the pupils were helped by their guidance teacher, 6% helped themselves to solve the problems, while 5% were helped to solve their problems by their head teacher.

This is a clear indication that pupils in secondary schools are not consulting their guidance and counselling teachers for problem solving.

The fact that only 17% of the respondents consulted their guidance teachers is the more reason we can say pupils are not aware of guidance and counselling services in their schools. Parents and guardians solve more of pupils' problems than anyone else.

According to the literature provided, Bark & Mukhopadhyay (2003), Guidance and counselling is aimed at assisting students to draw up their own plans on academic and non-academic pursuits and arrive at right decisions to implement the plans and find solutions to the problems. Guidance teachers need to be involved in helping pupils to solve problems.

70% of the respondents indicated that if a friend has an academic problem (reading or writing) or social problem (not having friends in school), the class teacher is a person who is likely to help him/her. 20% of the respondents indicated that the guidance teacher is likely to help them while 10% indicated that they could help themselves. The revelations clearly show that pupils in secondary schools are not utilizing the guidance teachers.

Crow (1962) contend that guidance and counselling services need to make individuals to realize their potentialities and to make them optimum contribution to the growth of the society. This can be achieved through the guidance and counselling teacher. He/ she should enable students to acquire abilities to promote self-direction and self-realization.

TABLE 17. GUIDANCE AND COUNSELLING OFFICE

RESPONSE	FREQUENCY	PERCENTAGE
YES	31	52
NO	29	48
TOTAL	60	100

This table shows that 52% of the respondents indicated that they have a guidance and counselling office in their school.

48% of the respondents indicated that they do not have guidance and counselling offices. Observation in all the visited schools is that there are improvised offices for guidance and counselling offices.

TABLE 18. AWARE OF TYPES OR SERVICES GUIDANCE AND COUNSELLING OFFICES OFFER

RESPONSE	FREQUENCY	PERCENTAGE
YES	32	53
NO	28	47
TOTAL	60	100

The Table shows that 53% of the respondents are aware of services the guidance and counselling offices can offer-in their schools. 47% of the respondents do not know the services offered.

SERVICES OFFERED AND UTILIZATION

28 out of 60 respondents were able to mention at least one service offered by the guidance and counselling offices in their school.

They were able to mention services like; career guidance, educational guidance, social guidance, record keeping and HIV/AIDS counselling. 32 out of 60 respondents could not mention any service.

The above information shows that the students' awareness of the guidance and counselling offices in their schools does not mean utilizing the services offered there. The first objective of the study was to find out the pupils' awareness of guidance and counselling services in secondary schools. The researcher observed that though pupils are aware about the existence of guidance and counselling, very few utilize the services. The reasons given are that friends and relatives help them solve their problems hence, no need to consult guidance and counselling teachers. This shows that the few who are aware of the existence of the guidance and counselling office, there awareness did not correspond with knowledge of the available services offered. This could be due to lack of publicity and emphasis.

TABLE 19.INTRODUCED TO GUIDANCE AND COUNSELLING SERVICES BY.

RESPONSE	FREQUENCY	PERCENTAGE
FRIENDS	20	33
CLASS TEACHER	16	27
GUIDANCE TEACHER	14	23
SELF.	10	17
TOTAL	60	100

This table shows that friends in guidance and counselling services in their schools introduced 33% of the respondents.

The class teachers introduced 27% of the respondents, and 23% were introduced by their guidance teachers. However, 17% claim that they introduced themselves. The revelation is that class teachers are doing a recommendable job in referring pupils to guidance and counselling teachers.

TABLE 20. THOSE WHO HAVE BEEN TO GUIDANCE AND COUNSELLING OFFICE WITH A PROBLEM

RESPONSE	FREQUENCY	PERCENTAGE
NO	45	75
YES	15	25
TOTAL	60	100

The above table indicates that 75% of the pupils have never been to guidance and counselling with a problem while 25% has been to the guidance and counselling office with a problem.

Those pupils who have been to guidance and counselling office with a problem mentioned that they were failing to choose an appropriate career as they are in the last grade of their secondary education. Others had mathematical problems whereas others had problems in subject combination. Subject combination is cardinal to meet the complex life. Expert help is required.

Kochhar (2003) contend that the core aim of guidance and counselling services is to help our job-seeking youth form realistic career notions, in conformity with their capacities, aptitudes and social settings so that in their adult life, they do not end up as career failures. Wrong career decisions starts with wrong subjects combination. Guidance and counselling teachers need to help the youth to build up a durable self-concept to achieve an ever-larger measure of self-appraisal and choose a proper career line.

75% of the respondents have not been to the guidance and counselling office with a problem. Every pupil needs guidance and counselling for their better future. The 75% who have never been to guidance and counselling office with a problem have not disclosed how they solve their academic problems. Actually an impression should not be created in the minds of pupils that they should only interact with the guidance office only when they are in serious problems.

Pupils should be made to understand that guidance is preventive in nature as it prepares them for life before they make mistakes, actually, preventing bad situations from taking place. Pupils should also realize that through guidance they could be equipped with strategies to help them avoid further mistakes.

TABLE 21. FRIENDS WHO SEEK HELP FROM GUIDANCE AND COUNSELLING OFFICES

RESPONSE	FREQUENCY	PERCENTAGE
INTELLIGENT	30	50
BRAVE	18	30
DULL	-	-
SPECIFY	12	20
TOTAL	60	100

This table indicates that 50% of the respondents perceive friends who seek help from guidance and counselling teachers to be intelligent. 30% of respondents indicated that those friends who seek guidance and counselling help are brave.

The 20% indicated that the friends are not classifiable because they do not know why the friends seek guidance and counselling services. However, the 50% and 30% indicate that pupils have a positive attitude towards guidance and counselling and its users.

THE GUIDANCE AND COUNSELLING PROVIDERS

90% of the pupils/respondents indicated that they would like to have a guidance and counselling teacher who is specialized in the field of guidance and counselling. A teacher who is qualified to carry out her/his duties, someone who is understanding, in terms of academic and home/family problems.

Further, pupils would like to have a guidance and counselling teacher who can keep secrets and not to refer cases as examples when dealing with new clients. He/she has to be honest, friendly, brave, approachable, trusted, social and someone who is not easily upset.

In support, Mankinde (1994) states that safeguarding information about an individual that has obtained by the guidance and counselling teacher in the course of his practice is a primary obligation. Such information must not be communicated to others unless certain important conditions are met.

TABLE. 22 HIV/AIDS

RESPONSE	FREQUENCY	PERCENTAGE
YES	60	100
NO	-	-
TOTAL	60	100

The Table shows that all the respondents know something about HIV/AIDS, This is recommendable because of the time at which we have lived in.

TABLE 23. How OFTEN THEY DISCUSS ABOUT HIV/AIDS

RESPONSE	FREQUENCY	PERCENTAGE
WHEN NECESSARY	45	75
ALWAYS	15	25
NEVER	-	-
TOTAL	60	100

This Table indicates that 75%% of the pupils talk about HIV/AIDS with their friends when necessary, while 25% of the pupils always talk about HIV/AIDS with their friends. HIV/AIDS is one component that needs constant discussions with each other due to its devastating nature. Pupils must be taught on how HIV/AIDS can be prevented, putting more emphasis on abstinence (UNESCO, 1998).

TABLE 24. VISITED BY GUIDANCE AND COUNSELLING TEACHERS IN HOMES

RESPONSE	FREQUENCY	PERCENTAGE
NO	50	83
YES	10	17
TOTAL	60	100

83% of the respondents have not been visited by their guidance and counselling teachers in their homes while 17% of respondents have been visited.

UNESCO (1998) states that for effective provision of guidance and counselling services, guidance-counsellors should develop regular and effective communication between parents and teachers.

It is through such regular and effective communication that the guidance and counselling programmes can achieve its goals of serving the interests of boys and girls.

Participatory community demands a need to develop a sense of partnership between parents, children and teachers. This can only be done through visiting them in homes. The guidance and counselling teacher should create time to visit pupils' homes.

Parents should co-operate with guidance-counsellors in helping the child develop his/her potential as well as overcome his/her problems. Parents should provide guidance and counselling teachers with background information about the child, which is necessary to facilitate growth and assist teachers to help children make academic and career decisions based on accurate information. The information could include the child's health developmental concerns, family background and other data that can be used in assisting the child.

PREFERENCE OF GUIDANCE AND COUNSELLING TEACHERS

57 out of 60 pupils agreed that they would like to be attended to by guidance and counselling teacher of their opposite sex. Reasons given were that, guidance teachers of the opposite sex are more convincing.

Female respondents continued to say that female guidance teachers are jealous and likes shouting, an embarrassment to a fellow female, while opposite sex guidance and counselling teacher provides information freely, very understanding in most cases and easy to confide in them, can keep confidential matters.

Furthermore, it was revealed that guidance and counselling teachers of the opposite sex rebuke with reasons. Pupils preferred them (opposite sex) because they are free to express themselves when presenting problems.

3 out of 60 disagree and said guidance and counselling teachers of the same sex are preferred because they understand exactly how the client pupils are feeling. It is easy to open up to the guidance teacher of the same sex because one may not be shy to mention the exact problem and the same sex guidance teacher assures confidentiality.

It is interesting to note that a good percentage of respondents including those who are not agreeing both meet at confidentiality. None of the pupils would like his/her problem to be shared to other pupils.

PUPILS' SUGGESTIONS TO IMPROVE GUIDANCE AND COUNSELLING SERVICES IN SECONDARY SCHOOLS

Pupils in Secondary schools feel that in order to improve guidance and counselling services in schools, there should be confidentiality to avoid being embarrassed from other pupils. Guidance and counselling teachers should have interest to work with pupils.

Guidance teachers should often have seminars and workshops to update them. Others still feel that a guidance and counselling teacher should be open, helpful and approachable. To help guidance and counselling teachers, a few pupils who are trustworthy can be identified to work hand in hand with the guidance teachers. This is to reduce the workload from the guidance and counselling teachers.

Moreover, pupils suggested that guidance and counselling services should be incorporated in the school timetable to cover all the pupils who may not seek guidance and counselling on individual basis.

This would help the pupils whose parents/guardians do not talk about any guidance and counselling service in their homes.

In schools like Libala high school where pupils indicated that they have no guidance and counselling services offered, though there is an office and an acting guidance teacher, pupils are looking forward to have services introduced. The guidance teacher should be dealing with guidance and counselling services only for easy accessibility. More guidance and counselling teachers must be trained.

Further, pupils are suggesting that guidance and counselling services need to be marketed to the pupils to make each and everyone of them be aware of the existence of such services in their schools. Benefits of utilizing guidance and counselling services must be made known to pupils. Right now, the majority of the pupils do not know that there are guidance and counselling services offered in the schools.

Guidance and counselling teachers often need to go round classrooms to assess the pupils, instead of pupils relying on their parents and guardians for academic guidance.

The researcher is of the same view that the guidance and counselling teachers should have a mechanism of meeting each and every pupil, not only for record keeping information but as well as assessing the pupils. Makinde, (1994) argues in the same manner that the contributions of the school guidance and counselling teacher to pupils, school and society are dependent upon the existence of certain environmental conditions. The guidance and counselling teacher should be free from administrative and clerical assignments that would interfere with their responsibilities as professional school guidance teachers. Guidance and counselling teachers should have the opportunity to initiate and continue conferences with pupils during school but with due regard for their academic programmes.

Guidance and counselling employment should be on a full time basis and should extend beyond the normal school year.

The guidance and counselling teacher’s salaries should also be commensurate with their level of training and experience and should compensate for the time they work beyond regular school year.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

CONCLUSION

This study discovered that although a good number of children in secondary schools are aware about the existence of guidance and counselling services in their schools, most of them do not know the types of services offered there. Those who may know the services offered do not utilize them. Hence the conclusion that the awareness of the counselling offices does not correspond with knowledge of services offered. The class teachers have been seen as playing a very important role in as far as the pupils' knowledge of the existence of guidance and counselling office in schools is concerned. Pupils may have known about guidance and counselling services through the class teachers' presentations in their daily teachings.

There is a slight contradiction between the responses of teachers and pupils. Table 6 indicate that all pupils are aware of the guidance and counselling offices/services in their school while table 16 indicate that not all pupils are aware of such facilities. Much needs to be done to bridge the gap. As revealed in the study, pupils still find it easy to use their parents/guardians and friends to help them solve both their social and academic problems.

The lack of trained guidance and counselling teachers may be a factor that may make guidance and counselling services to be ineffectively executed prompting pupils to shun or not utilize the services.

The Zambian government is through Ministry of Education providing guidance and counselling services to the school going Zambian populace.

There is no doubt that this move can benefit individual families and the nation as a whole. This can be effectively achieved through the effective delivery of guidance and counselling through the appointment of competent officer. Consequently, there are officers to implement programmes at every level, such as National headquarters, provinces, districts, colleges of education and schools.

There is need for concerted efforts to be made to draw pupils into participating and utilizing the guidance and counselling services.

Key to this is training guidance and counselling providers, particularly balancing gender, providing adequate learning/teaching materials to cover the areas of education, vocational, personal and social development as well as improving the counselling offices in terms of space. These are important factors without which guidance and counselling services will continue to be provided in a piecemeal way with a lot of pupils utilizing their parents and friends for educational guidance.

RECOMMENDATIONS.

The study revealed that all the investigated factors could enhance pupils' utilization of guidance and counselling services through the following recommendations made by the researcher:

It is important that those involved in guidance and counselling services be familiar with the basic principles when setting up a guidance programme, a vocational library and choosing the information materials. The vocational library facilitates the development of realistic expectations about an occupation in the world of work.

There is also need to sensitise the majority of the pupils who do not know the types of services offered by the guidance and counselling offices in their schools. There is need to increase publicity of guidance and counselling services in secondary schools. The headquarters' guidance and counselling personnel and class teachers should constantly inform and remind pupils of the existence and significance of guidance and counselling services.

This should not only be done during assembly to avoid making children to take it as a routine announcement, bearing no significance at all.

More time for guidance and counselling services should be allocated, possibly time tabling in the normal school calendar. Guidance and counselling should be taught in classes in order to reach all the children.

It can also be recommended that guidance and counselling clubs can be formed just like any other club to allow pupils join and participate freely.

The Ministry of Education should provide the necessary materials since it acknowledged the running of guidance and counselling services in schools.

It should also train specific teachers who should handle such programmes and be in those offices permanently, not going back to teach regular subjects. Guidance and counselling teachers to be present in their offices at all times for easy accessibility.

The government should provide sufficient funds for guidance and counselling programmes so that permanent buildings for guidance and counselling centres in each school can be put up. The guidance and counselling centre can have a local industry for career guidance corner, counselling room, local employment bureau for employment information among other rooms and facilities.

Another recommendation is that guidance and counselling personnel should make the pupils to realize that they do not only need to go to the guidance office when they have problems they can not solve on their own. They can go there even when things seem to be okay with them for guidance and counselling.

The government should also put a policy of appointing teachers for training as guidance and counselling after considering that such a teacher has the interest of pupils at heart, those that are understanding and knowledgeable in guidance work. Teachers of a well-balanced lovable personality, a broad outlook and viewed as clearly a competent technician, who is broadly informed about working with youths.

Another recommendation is that parents should be involved in the welfare of their children at least once in a month or term to air their problems, needs and concerns with their parents, relatives, peers and teachers. Parents and teachers should have time to listen to the pupil and assist. This could enhance the child- parent and child-teacher relationship and greatly improve communication.

There is further need to improve the information, education and communication systems so that people especially the pupils get right information and benefits of guidance and counselling.

BIBLIOGRAPHY

- Allen, K.R. (1961). ***Unguided Careers, Technical Education and Industrial Training***. London: Macmillan Company.
- Barki, B.G and Mukhopadhyay, B (2003). ***Guidance and Counselling. A Manual***. New Delhi: Sterling Publishers Private Limited.
- Cater, M. (1989). ***Home, School and Work***, Tokyo: Pergman.
- Chiboola, H, H (1996). ***Needs Assessment for Counselling Provision at the University of Zambia***, Lusaka.
- Crow, L.D (1962). ***An Introduction to Guidance Principles and Practices***. New York: American Book Company.
- Galloway, D (1959). ***Pupil Welfare and Counselling. An Approach to Personal and Social Education Across the Curriculum***. London: Longman.
- Kochhar, S.K (2003). ***Guidance and Counselling in Colleges and Universities***. New Delhi. Sterling Publishers Limited.
- Kochhar, S.K (2003). ***Educational and Vocational Guidance in Secondary Schools***. New Delhi: sterling Publishers Private Limited.
- Lee, H and Pallon, N. (1966). ***Guidance and Counselling in the 20th Century***. Boston: Houghton Mifflin Company.
- Mankinde, O (1994). ***Fundamentals of Guidance and Counselling***. London: Macmillan.
- Mc Quarry, J. (1964). ***Preferred Counsellor Characteristics. Counsellor Education and Supervision***. New York: Harper Row.
- MOE (2003). ***Directorate of Teacher Education and Specialised Services. School Guidance Services Policy Guidelines on The Administration and Management of Guidance and Counselling in Zambia's Education System***. Lusaka: Curriculum Development Centre.
- Mudenda S. (1992). Addressing the Needs and Aspirations of Secondary School Pupils, UNZA.
- Oxford Dictionary (2001). Current English, third edition. Oxford University Press.

Roger, N. (1957). ***Organisation and Administration of Guidance Services***. New York: McGraw Hill.

UNESCO (1998). ***Guidance Module 1***. Regional Training Seminar on guidance and Counselling. UNESCO, BOTSWANA.

UNESCO (2000). ***Counselling Module 2***. Regional Training Seminar on Guidance and Counselling. UNESCO, DANIDA FINLAND, Lusaka.

APPENDICES

RESEARCH BUDGET

Item	quantity
Transport _____	K 100,000
Lunch _____	K100, 000
Ream of paper K25, 000 X 2 _____	K50, 000
Typing and binding _____	K200, 000
Correction fluid _____	K 10,000
Pens and pencils _____	K5, 000
Photocopying _____	K50, 000
Sub total _____	K515, 000
Contingency _____	K51, 000
Grand total _____	K566, 500

APPENDIX II

WORK PLAN_ 2004

MONTH	ACTIVITY
May	Literature review and problem identification
June	Literature review and research proposal writing
July	Proposal writing
August	Handing in of research proposal
September	Data collection
October	Data analysis and literature review
November	Report writing
December	Handing in of the report

APPENDIX III

AN EVALUATION OF AWARENESS AND ATTITUDE OF PUPILS TOWARDS GUIDANCE AND COUNSELLING SERVICES IN SECONDARY SCHOOLS IN LUSAKA URBAN DISTRICT.

A QUESTIONNAIRE FOR GUIDANCE AND COUNSELLING TEACHERS IN SECONDARY SCHOOLS.

INSTRUCTIONS

Do not write your name on this questionnaire. Please answer all the questions by either putting a tick() in the brackets next to the correct answer or write your answer in the space provided. The information you give will be treated as confidential and purely academic.

Example

Do you like visiting your friends?

a) Yes ()

b) No ()

How many friends do you have? _____

Part 1

1. School _____

2. Post _____

3. Sex

a) Female

b) Male

4. Your academic qualification _____

5. Your professional qualification _____

6. Other qualifications, specify _____

7. Are you professionally qualified to handle guidance and counselling services?

a) Yes ()

b) No ()

c) Just assisting ()

15. Do pupils come to your office seeking for educational as well as personal and social guidance?

- a) Yes ()
- b) No ()
- c) Sometimes ()

16. Do you encourage your pupils to develop interest in certain subjects to enable them achieve their ambitions?

- a) Yes ()
- b) No ()

17. As a guidance and counselling teacher, do you make follow-ups to your pupils who need guidance and counselling in their homes?

- a) Yes ()
- b) No ()
- c) Sometimes ()

18. Do you sometimes talk about HIV/ AIDS to your pupils, especially during guidance and counselling sessions?

- a) Yes ()
- b) No ()
- c) Sometimes19 ()

19. Do you plan your guidance and counselling programmes or plans as the problem come?

20. How often do you involve parents in the guidance and counselling services in your school?

21. How often do you attend workshops and other refresher courses on guidance and counselling services in your district?

22. What recommendations would you make in order to improve guidance and counselling services in your school?

Thank you for your co-operation

APPENDIX IV

**AN EVALUATION OF AWARENESS AND ATTITUDE OF PUPILS
TOWARDS GUIDANCE AND COUNSELLING SERVICES IN SECONDARY
SCHOOLS IN LUSAKA URBAN DISTRICT**

A QUESTIONNARE FOR PUPILS.

INSTRUCTIONS

Do not write your name on this questionnaire. The information that you give will be treated as confidential. Please answer all the questions by either putting a tick in the brackets or write the answer in the space provided.

Example

Does your mother work?

- a) Yes ()
- b) No ()

Part 1

1. Name of your school _____

2.Age _____

3.Sex

- a) Male ()
- b) Female ()

4.what grade are you?

- a) 10 ()
- b) 11 ()
- c) 12 ()

Part B

5.Have you ever had a problem that you failed to solve?

- a) Yes ()
- b) No ()

6. If yes, what was the problem?

7. Who helped you to solve the above problem?

- a) Parents/guardians ()
- b) Head teacher ()
- c) Guidance teacher ()
- d) Friends ()
- e) Other (Specify) ()

8. If your friend has got an academic problem (reading or writing) or social problem (not having friends in the school), which is likely to help him/her at your school?

9. Do you have a guidance and counselling office in your school?

- a) Yes ()
- b) No ()

10. Do you know the types of services the guidance and counselling office can offer to you in your school?

- a) Yes ()
- b) No ()

11. If yes, mention some of the services offered?

12. Who introduced you to guidance and counselling services in your school?

- a) Friends ()
- b) The head teacher ()
- c) Yourself ()
- d) Others (specify) ()

13. Have you been to the guidance and counselling office with a problem before?

- a) Yes ()
- b) No ()

14. If the answer to 13 is yes, mention the kind of help you received

15. If the answer to 13 is no, mention how you solve your problems

16. How do you look at friends who seek help from guidance and counselling teachers in your school?

- a) Intelligent
- b) Brave
- c) Dull
- d) Specify _____

17. What kind of guidance and counselling teacher would you like to have in your school?

18. Do you know anything about HIV/AIDS?

- a) Yes ()
- b) No ()

19. If yes, how often do you talk to your friends about it?

- a) Always ()
- b) When necessary ()
- c) Never ()

20. Have you ever been visited by your guidance and counselling at your home?

- a) Yes ()
- b) No ()

21. Most of the pupils would like to be attended to by guidance and counselling teachers of their opposite sex, why is it so?

22. What do you think can be done in your school in order to improve guidance and counselling services?

Thank you for your co-operation



THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

Telephone: 292702
Telegrams: UNZA LUSAKA
Telex: UNZALU ZA 44370
Fax: + 260-1-292702

P O BOX 32379
Lusaka, Zambia

Your Ref:

.....August....., 2004

NAME: Phaisely Mwecha Sidiroongwa


TO WHOM IT MAY CONCERN

RE: RESEARCH UNDERTAKING

The bearer(s) of this letter is a student in the Diploma/Degree in Adult Education. He/she has been requested to undertake research in your organization as part of his/her learning experience. Your help and cooperation in this regard will be highly appreciated by the department, as this will enable the student to link theory work, which is offered in the class, and practical work, which can only be obtained from organizations like yours.

I look forward very much to a favourable response in this regard.

Yours faithfully,


D.M. Sibalwa (Dr.)

**ACTING HEAD OF DEPARTMENT
ADULT EDUCATION AND EXTENSION STUDIES.**

**UNIVERSITY OF ZAMBIA
DEPARTMENT OF ADULT EDUCATION
P.O. BOX 32379
LUSAKA ZAMBIA**